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STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

August 23, 2010

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2nd BESE District

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To: Mr. Walter C. Lee, Superintendent
DeSoto Parish School Board

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 016-111

Title: Early Childhood Enhancement

Allocation: \$155,875.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

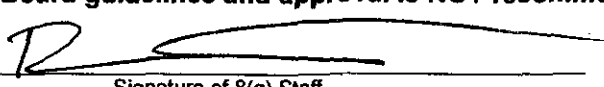
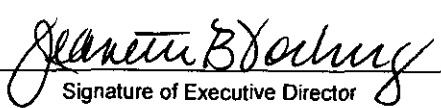
c: Jo Carroll

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

Agency:		DeSoto Parish Schools		Parish:		DeSoto	
Agency Head:		Walter C. Lee		Project Administrator:		Jo Carroll	
Title:		Superintendent		Title:		Early Childhood Coordinator	
Agency Fiscal Agent/Budget Contact:	Name	Linda May		Address:	Street/ P.O.	523 Oxford Rd. P.O. Box 975	
	Title	Bookkeeper			City/ State/ Zip	Mansfield, LA 71052	
Phone:		318-872-1198		Phone:		318-872-1198	
Fax:		318-872-2436		Fax:		318-872-2436	
E-Mail:		lmay@desotopsb.com		E-Mail:		jo.carroll@desotopsb.com	
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project			
\$ 155,875.00 *				Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		If YES, name the source(s) and amount of funds. _____ _____					
TO BE COMPLETED BY BESE STAFF							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
8/20/10 Date		 Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		Assigned Log # 016-111		Date Received in BESE Office RECEIVED AUG 11 2010 Board of Elementary and Secondary Education			
8-23-2010 Date		 Signature of Executive Director					

Title of Project (8 words or less)	Early Childhood Enhancement			
Purpose of Grant (1 sentence)	The purpose of the grant is to improve the readiness skills of children in preparation for kindergarten the following year. These children are at risk of being insufficiently ready for the regular school program (as designated at risk by eligibility for free/reduced lunch or score "at risk" on the Developmental Skills Checklist).			
Number and Description of Students To Be Served	One class of 20 four year olds will be provided by this grant. This includes the salary and benefits of both the teacher and paraprofessional.			
Project Implementation Date (with students)	August 9, 2010	Project Ending Date (with students)	May 19, 2011	
Project Sites and Personnel (List all participating schools and the primary person responsible for implementing the project at each school.)				
School Site Code (found in School Directory)		School	School-Level Personnel	
			Name	Title/Position
1	016014	North DeSoto Pre-k/2nd	Patricia Stentz	Teacher
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
Proposal Preparation (List school-level personnel involved in the preparation of this proposal.)				
Name		Title/Position		School
Carol Junkins		Principal		North DeSoto Pre-K/2 nd

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Walter C. Lee

(Print Name of Agency Head)

Walter C. Lee OR B's
(Signature of Agency Head in blue ink)

8-10-10

(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$	
SALARIES (100)	74,288.00	✓
EMPLOYEE BENEFITS (200)	27,347.06	✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)		
PURCHASED PROPERTY SERVICES (400)		
OTHER PURCHASED SERVICES (500)	1,494.00	✓
SUPPLIES (600)	52,745.94	✓
PROPERTY (700)		
TOTAL COST (Round to nearest dollar)	155,875.00	✓

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	69,100.00 ✓
	120	Salaries-Temporary	4,000.00 ✓
	130	Salaries-Overtime	0.00
	150	Salaries-Stipend Pay	1,188.00 ✓
		Object Code Total	74,288.00 ✓

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important

All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.

All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

110 Code - Patricia Stentz- full time teacher - Certificate #B440152 - \$49,200.00
 Wendy Waddle - full time paraprofessional \$19,900.00

69,100 ✓

150 Code - Stipends - Bus driver fieldtrips \$22.00/hour x 6 hours x 9 trips = 1.188.00 ✓

123 Code Substitutes

Teacher \$100.00 per day x 20 days \$2,000.00 ✓
 Para Professional \$100.00 per day x 20 days \$2,000.00 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	11,775.00 ✓
	220	Social Security Contributions	248.00 ✓
	225	Medicare/Medicaid Contributions	1,077.18 ✓
	230	Retirement Contributions	14,246.88
	260	Workmen's Compensation	
		Object Code Total	27,347.06 ✓

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Medical \$938 x 12
 Life \$12.25 x 2 x 12
 Dental \$18.75 x 12
 Social Security \$4,000. x 6.20%
 Medicare \$74,288. x 1.45%
 LTR \$69,100 x 20.20%
 School Employee \$ 1,188x 24.30%
 Retirement

\$11,256

294.

225.

248.

1,077.18

13,958.20

288.68

11,775

14,246.88

8(g) § BUDGET ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 6
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
500		Other Purchased Services	
	510	Student Transportation Services	
	530	Telephone and Postage	
	550	Printing and Binding	
	580	Travel (In-State)	1,494.00 ✓
		Object Code Total	1,494.00 ✓

BUDGET NARRATIVE: Provide detailed description of services being proposed: type of service, cost, and justification. Travel: provide reason, purpose, number of persons traveling, cost per person, and itemized explanation of costs.

Travel to Early Childcare State Conference in Baton Rouge, Louisiana

Teacher and Para-Professional	
Mileage 480 miles @ .50per mile x 2	480.00 ✓
Registration \$75.00 x 2	150.00 ✓
Food and lodging x 2	648.00
Mileage to meetings 432 miles @.50	216.00 ✓

8(g) STUDENT ENHANCEMENT BLOCK PRO. CTJ
Budget Detail Page 7
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	\$52,745.94
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	\$52,745.94

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies
Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification. **For textbook or software purchases, the name of the item must be provided.**

Material and Supplies

Art items - construction paper, glue, paint, crayons, collage items, drawing paper, paint paper, markers and other like items.

Dramatic play - ethnic clothing, pretend dress up clothing, pretend food, cooking pots/pans, gardening items, community helper uniforms/equipment, and other like items.

Block area - variety of blocks, cars, small people, traffic signs, and other items for building.

Manipulatives - puzzles, math counters, games, cash register, microscope, and other like items needed to facilitate learning.

Large group supplies - chart paper, dry erase markers, printer ink, classroom management incentives and other like items.

Snacks - juice, cookies, fruit, and other items needed to teach basic nutrition and provide learning activities related to food preparation.

Science center - plants, pet supplies, games and activities used to teach science concepts. Rest mats, Kleenex, and other hygiene products needed to maintain a clean environment.

Children's books, big books, learning CD's and other teaching materials.

Parent workshop materials - Ziploc bags, tote bags, books and other materials needed to carry out workshops.

Balls, sand and water toys, bubbles, chalk, crawling tunnel and other items for outdoor play.

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Proposal Narrative Form

2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20 to 1	10 to 1	170	390

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Patricia Stentz	Kindergarten & Nursery School	B440152	20
2.				
3.				
4.				
5.				
6.				

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$146,533	20	155,875	20
Title I	191,232	36	225,287	40
Even Start				
Special Education	43,190		40,085	
Head Start*				
REAP				
EEF				
Locally Funded				
LA 4	914,333	230	920,252	270
Others				

* If district is grantee for Head Start

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
	Developmental Indicators for the Assessment of Learning (DIAL-3)
	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
X	*This agency provides universal access.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum

b) Describe the developmentally appropriate curriculum being used:

Creative Curriculum is a nationally recognized research –based curriculum that is based on developmentally appropriate practices. We also use the Louisiana Comprehensive Curriculum. Both of these curriculums address English/Language Arts, pre-reading, math, social studies and science. The teachers have been trained on these curriculums. The teachers work together throughout the parish to order the units, portfolio collection, etc. Additional help is provided throughout the year with staff development sessions and classroom visits. All activities are based on the Grade Level Expectations and the pre-k content standards.

The program is a full-day schedule that provides transportation, breakfast, lunch and snack. There is a balance of teacher directed and student initiated activities. Students will adhere to the regular school calendar. All areas of Bulletin 105 will be addressed and carried out. ECERS will be used as a guide in setting up the classroom, program improvement, program evaluation and program monitoring. Staff and children will engage in rich language during whole group, small group and individual learning activities. A warm nurturing atmosphere is evident upon entering the classroom. Open areas for large group activities, quiet and noisy work stations and separate, and easily accessible ample materials for children are available on low shelves and tables. Child sized furniture is place throughout the classroom. Child sized chairs are available for every child. Centers are arranged so that they are defined by low boundaries for easy observation/supervision by adults with easy access by all the children in the room. Routines are evident and the schedule is posted. Integrated thematic units and individual expression through art are evident through varied student work.

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design: Cognitive (Mathematical, Scientific, Social Studies), Creative Arts, Health and Physical, Language and Literacy and Social and Emotional Development.

All five of the domains will be incorporated into the Pre-k throughout the day. Teachers, using the Comprehensive Curriculum, Creative Curriculum and other sources will design lessons around the five domains. Every teacher will design lessons designed to meet the cognitive, creative arts, health and physical, language, literacy and social emotional needs of each child, in order to prepare the child for a productive and successful Kindergarten experience. The parish has gone through each unit of study to insure that all domains have been addressed adequately and numerous activities have been included to insure even practice and exposure.

The cognitive (math, science and social studies) domain will be included in units of study, everyday routines, small group and individual activities geared for each child's needs.

Creative Arts domain will be cultivated during free choice art activities, music, drama and self expression in and outside the classroom. Field trips will be encouraged to enhance this domain away from the school setting and resource people will be brought into the school setting.

Health and Physical development will be development through daily activities inside and outside the classroom. Materials and equipment will be provided as much as possible to be used by the children. Teachers will plan for certain activities that will encourage participation in this domain.

Language and Literacy will be incorporated into the daily activities. Each classroom will be rich in materials and activities that provide children models and experiences with language and literacy.

The social and emotional development of each child participating will be addressed in planning the activities of each class. Every opportunity will be used to development and improve the social skills and emotional well being of each child

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

Prior to the first day of school a family visit will be scheduled in order for the child as well as the parents to become acquainted with the teacher and the first school experiences and expectations. Parents will sign a compact for participation in conferences, workshops, or any volunteer time, based on their work/school schedules. Families participating will be encouraged to volunteer time in extended learning opportunities such as field trips, school wide functions, cooking/snack activities, home learning activities and assisting the teacher in making learning aids for the classroom. Every effort will be made to involve parents in conferences and in-service workshops. Work schedules and childcare will be taken in account to best facilitate attendance.

e) Describe the classroom environment:

The classroom funded through this project will provide a warm nurturing environment that provides a safe and inviting place for children to thrive. Educational activities will be planned to meet the needs of every child. Materials and supplies will be used to create fun, but educational activities.

Creative Curriculum, Comprehensive Curriculum and ECERS will be used as guides for classroom organization as well as staff interaction with students and parents. Every classroom is expected to provide a warm friendly environment that will nurture children and provide optimum learning experiences based on Grade Level Expectations.

f) Describe the outdoor playground environment:

Outdoor activities will be geared around Pre-K Content Standards. Equipment and materials needed to carry out the activities will be provided to the best of the district's abilities. ECERS will provide guidelines that will assist the teachers and para-professionals in the creation and implementation of the outdoor environment.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

Students will be encouraged to participate in free choice play using such things such as games, manipulatives, books, art medium, sand and water, dress up ethnic and occupational clothing, play foods of different cultures. Activities using the materials listed above will be available during individual play, small group play and large group play.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

One of the primary focuses of the early childhood class is to enhance vocabulary development. Each classroom will provide ample opportunity for free language expression and exposure to books, stories, environmental print, pictures of thematic and individual interest. Daily activities will be developed to insure this exposure during individual, small and whole group activities. Field trips will be planned to encourage and enrich the students' vocabulary and experiences. Students are encouraged to talk throughout the day to one another and the available adults to express their ideas and thoughts.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

Math activities are available in a variety of centers found throughout the classroom. This includes but is not limited to manipulatives, books, measuring devices, posters, puzzles, etc. Children gain exposure to math concepts in large and small group activities as well in the centers. Calendar math is used daily. The following concepts are included but not limited to counting, numbers, patterning, one-to-one correspondence and more.

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

Each student will be given a pre-test and post-test using the Developmental Skills Checklist. This will provide the teacher information on how to address the needs of the children at the beginning the school year and a basis on progress monitoring throughout the school year. The post-test will be used to compare and measure the educational growth of the child.

Individual portfolios will be used to track the students' progress throughout the year. Desoto parish has recently developed guidelines for the portfolio process to be used by the pre-k classroom teacher. These guidelines have certain items to be used, such as work samples, antedotal records, pictorial and other items, for documentation of GLE skills. This ongoing assessment is shared with parents at conferences throughout the year.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

Each of the preschool teachers sets up their classroom according to ECERS recommendations and best practice. We also base our schedules according to ECERS but remember to follow the guidelines found in bulletin 741.

l) Describe plans for professional development for program staff:

The 8g classroom is located on a campus that is a TAP school. That school is required to have weekly 90 minute cluster meetings where PD occurs. This teacher will be learning the TAP rubric and expectations this year along with the other teachers. There will be a day of professional development on February 28, 2011 parish wide where all the pre-k teachers will be together. Our focus at that time will be numeracy

m) Other related information that helps describe the project: This classroom is developmentally appropriate. It serves children who are at risk. The children receive a jump start for Kindergarten being ready to continue the learning process. The children are exposed to a wide variety of activities and materials which enhance their learning and enable them to develop a love of learning.

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
July 27 – 29	DSC Screening
July 30	Pre-k teacher back to school training
August 2 & 3	School starts for teachers (professional development)
August	Back to School
August 4 – 6	Pre-k parent conferences
August 9 – 13	Staggered enrollment
August - May	Cluster Meetings for Pre-k Thursday at 1:00
October 11 – 15	Fall Break
November 11	Veteran's Day

November 22 – 26	Thanksgiving Break
December 15 – 16	Parent Conferences
December 17	Teacher work day
December 20 – Jan 4	Christmas Break
January 17	Martin Luther King Holiday
January 24 – 26	Pre-k conference
February 21 – 25	Winter Break
February 28	Professional Development Day
April 22 – April 29	Easter Break
May 2 / 3	Professional Development Day / DSC Screening
May 20 & 23	Parent Conferences
May 24	Teacher Workday
Throughout the year	Progress report nights, programs, etc.
o) Attach a sample classroom schedule that meets Bulletin 741 requirements.	

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

Measurable Objective Form

2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<p><i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p>Objective 1 of 3</p> <p>75% if the students participating in the 8(g) Early Childhood Development classes will score in the second, third, or fourth quartile in Language on the post administration of the Developing Skills Checklist</p>	<p>DSC post assessment results</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<p><i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i></p>	<p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p><i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i></p>
<p>Objective 2 of 3</p> <p>75% of the students participating in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in Math on the post administration of the Developing Skills Checklist</p>	<p>DSC post assessment results</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
<p>Objective 3 of 3</p> <p>100% of the parents will participate in their child's education by attending at least two of the following activities: Teacher directed workshop, parent/teacher conference, field trip experience, or classroom activity.</p>	<p>Teacher will monitor and track parent participation through the use of sign in sheets.</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>


Name: PATRICIA ELLEN STENTZ

Certificates or Permits:

☒ B 440152 Issued: 2/24/2005
Valid For: 2/24/2005 - Life, Valid

(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 2/24/2005

[Print this certificate into PDF file](#)[Print this certificate into HTML page](#)


 C 165611 Issued: 1/17/2002
Valid For: 1/17/2002 - 1/17/2005, Not Valid

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

2001 B.A., NORTHWESTERN STATE UNIVERSITY

General Area(s) Of Certification:

 (101) KINDERGARTEN, 1/17/2002 (103) NURSERY SCHOOL, 1/17/2002[Print all records](#)

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